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ABSTRACT

Professional development is a crucial component in nearly every modern proposal for educational improvement. This book contains a collection of essays by individuals well known for their work in the professional development of educators. Each essay is a systematic effort to illustrate the conceptual grounds from which each professional-development perspective is derived and show the connections between theory and practice. The essays represent practices from Australia, Canada, England, Israel, The Netherlands, Switzerland, and the United States. Following the foreword by Matthew B. Miles and introduction by Thomas R. Guskey and Michael Huberman, the two chapters in part 1, "The Role of Personal Bases and Characteristics," are: (1) "Development and Desire: A Postmodern Perspective" (Andy Hargreaves); and (2) "Expanding a Teacher's Knowledge Base: A Cognitive Psychological Perspective on Professional Development" (Hilda Borko and Ralph T. Putnam). Part 2, "Social-Psychological and Institutional Factors," contains the following three chapters: (3) "Teachers' Work and the Labor Process of Teaching: Central Problematics in Professional Development" (John Smyth); (4) "Teacher Learning in the Workplace: Implications for School Reform" (Mark A. Smylie); and (5) "Professional Development in Education: In Search of the Optimal Mix" (Thomas R. Guskey). Four chapters compose part 3, "Phases, Models, and the Requisite Supports": (6) "Training for the Professional Development of Teachers" (Harm H. Tillema and Jeroen G. M. Imants); (7) "Teachers' Paths on the Way to and from the Professional Development Forum" (Zemira R. Mevarech); (8) "Dynamics of Teacher Career Stages" (Ralph Fessler); and (9) "Professional Careers and Professional Development: Some Intersections" (Michael Huberman). Part 4, "The Present and Future of Professionalism," contains: (10) "Developing Professional Knowledge Within a Client-Centered Orientation" (Michael Eraut); and (11) "The Limits and the Potential of Professional Development" (Michael G. Fullan). The conclusion is "The Diversities of Professional Development," by Michael Huberman and Thomas R. Guskey. Each chapter contains references. (LMI)